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AUTHOR Adams, Pearce T.; And Others
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ABSTRACT

A statutory requirement that Georgia revise its beginning teacher certification process to reflect on-the-job performance rather than work performed in college was enacted in 1973 as part of the Adequate Program for Education in Georgia (APEG). Following a statewide survey, 33 teacher competency statements were accepted for incorporation into five instruments for teacher assessment. This follow-up study of 85 principals, 74 supervisors, and 942 beginning teachers reveals that principals regard the established competencies as more essential to certification than do the other two groups, particularly the teachers, and that principals place greater emphasis on managerial and administrative abilities while the other two groups stress instructional competencies. The disparity between teachers' and administrators' views on the essential nature of the competencies may indicate a need for inservice programs to allow the groups to seek shared perceptions of the requirements. Whether salaries will be related to performance as measured by the competency process must also be determined. (Author/PGD)

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Principals, Supervisors, and Beginning Teachers: Their Opinions Regarding Competencies for the Professional Certification of Teachers

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University of Georgia

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INTRODUCTION

In early 1973 a decision was made to change the certification process for beginning teachers in the State of Georgia. This change would extend the former practice of issuing certificates which were based on college graduation, course work, and acceptable grade point averages. The proposed change would move the certification process to a demonstrated on-the-job performance of identified teaching competencies. This initial proposal was incorporated into legislation entitled An Adequate Program for Education in Georgia or APEG (Note 1). As funds became available, a request for proposals (1976) was prepared by the Division of Program and Staff Development in the State Department of Education to identify competencies which could be used in the development of instruments for the assessment of a beginning teacher's performance.

In the winter of 1976, a proposal (Johnson, 1976) from the University of Georgia was accepted and a contract was awarded to verify, on a statewide basis, teaching competencies which would be generic in nature. To conduct the competency verification, research previously conducted for the purpose of identifying teaching competencies was reviewed. Competency statements were derived from lists of competencies which were developed by a project at West Georgia College (Coker, 1974), the DeKalb County School System (Murphy, 1975), the Ad Hoc Committee of the Teacher Education Council in the State of Georgia, and from performance criteria resulting from research by Rosenshine and Furst (Smith, 1971). The review of results from research studies and other research projects resulted in a list of 52 separate competency statements.

During the spring of 1976, a random selection of elementary, secondary, and college educational personnel was made. A survey instrument (Johnson, 1976) was designed to obtain the responses of the random sample on each of the 52 competency statements. After the survey was completed, 33 of the 52 competency

statements were retained as a result of the ratings given those statements by the professional personnel.

Since the purpose of the new certification effort was to assess teachers on the job, these 33 selected competency statements were incorporated in a series of five instruments (Okey, 1977). The focus of the assessment was to be beginning teachers. Supervisors and principals were designated as primary data sources for the assessment.

PURPOSE

Since principals and supervisors were designated as data sources to assess the beginning teacher's performance, the purpose of this study was to investigate the ratings of 33 selected competency statements to determine if differences existed in their mean scores.

Based on the purpose of this study, the following hypotheses were written:

1. Do principals tend to rate the 33 teaching competencies as being more essential for professional certification than supervisors or beginning teachers?
2. Do principals, supervisors, and beginning teachers regard the 33 teaching competencies as highly desirable or essential for the professional certification of beginning teachers?

METHODS AND PROCEDURES

Sample

The original competency verification study contained responses from 4,668 respondents. The three subgroups with which this study was concerned were principals, supervisors, and beginning teachers. All members of the three sample groups were selected from local educational agency (L.E.A.) respondents.

In the original survey there were 4,019 L.E.A. respondents, and from this group 85 principals, 74 supervisors, and 942 beginning teachers were selected for this study. Table 1 contains a breakdown of the demographic characteristics of the participants in this sample.

A review of the subjects that the beginning teachers were teaching indicated that 54% of the sample were teaching in the elementary grade levels; 24% were teaching on the secondary school level; and 17% were involved in special education subjects.

The principals represented 72 schools of which 57% were elementary, 34% were secondary, 4% were special education centers, and 5% were vocational/technical schools. The supervisors were selected from 42 schools of which 14% were elementary, 34% were secondary, 14% were special education centers, and 38% were vocational/technical schools. The beginning teachers were selected from 137 schools of which 38% were elementary schools, 35% were secondary schools, 14% were special education centers, and 13% were vocational/technical schools.

The principals were representative of 27 school systems in the state of which 73% were county and 27% were city. The supervisors represented 21 school systems of which 65% were county and 35% were city. The beginning teachers were from 51 school systems of which 79% were county and 21% were city.

The average daily attendance (ADA) (1975) of the school systems for the selected members of the sample revealed that 30% of the principals were selected from school systems with an ADA of 10,00 or above, 24% from school systems with an ADA between 1,000 and 1,999, and 46% of the principals from systems with ADA sizes ranging from 2,000 to 9,999. Fifty-five percent of the supervisors were selected from school systems with an ADA of 10,000 and above, and 36% of the beginning teachers represented school systems with an ADA of 10,000 and above. The remaining percentages of the supervisors and beginning teachers

Table 1

Demographic Characteristic of Sample

Category	Principals n	Principals %	Supervisors n	Supervisors %	Beginning Teachers n	Beginning Teachers %
Years of Experience						
Less than 3 years	5	5.9	5	6.8	942	100.0
4 to 20 years	50	58.8	55	74.3	-	-
Over 20 years	30	35.3	14	18.9	-	-
Certificate Level						
Bachelors Degree	8	9.4	18	24.3	663	70.5
Masters Degree	49	57.6	35	47.3	173	18.4
Specialist Degree	23	27.1	8	10.8	10	1.1
Doctorate Degree	0	0.0	0	0.0	1	0.1
Other	5	5.9	13	17.6	95	9.9
Age						
Less than 35 years	26	30.6	18	24.3	851	90.4
35 to 50 years	36	42.4	47	63.5	72	7.6
Over 50 years	23	27.0	9	12.2	19	2.0

were spread rather equally among systems from less than 1,000 to 9,999 ADA.

The sample of principals, supervisors, and beginning teachers were geographically distributed across the state of Georgia. Each of the three groups were representative of metropolitan, urban, and rural areas of Georgia.

Data Collection Procedures

Once the contract was awarded for the selection and verification of competency statements to be used in the assessment instruments, three activities were set into motion: (1) a list was made of 52 competency statements which were selected from previous research, (2) a computer scannable response form was designed and printed along with instructions, and (3) a selection was made from institutions of higher learning and local educational agencies of personnel who would be trained to administer the verification instrument. In late spring of 1976, these trained personnel traveled to 153 elementary, secondary, and vocational schools in the State of Georgia to administer the instrument.

The instrument was designed to have each person read a competency statement and rate the statement on a scale of 0 to 3 (0 = not important, 1 = desirable, 2 = highly desirable, 3 = essential) as to the statement's importance for the professional certification of teachers.

After the members of the sample responded to the survey instrument, the response forms were returned to the research project at the University of Georgia.

Analysis of the data included mean scores and essential percentages for each of the 52 competency statements in addition to rank order correlations for each subclassification, i.e., position, subject, etc. The results of this particular survey were submitted to the Ad Hoc Committee of the Teacher Education Council in the State of Georgia and members of the Division of Program and Staff Development in the Georgia Department of Education. Based on

their review of the data, 33 of the 52 competency statements were recommended for inclusion in the instruments designed to assess the beginning teachers' on-the-job performance.

Statistical Analyses

The responses for each of the 1,101 members of this sample to each of the 33 competency statements were placed in a separate file for analysis. Considering the questions for this study, the following statistical techniques were used: 1) mean scores for each sample subgroup on each of the 33 competency statements and the percentage of each subgroup which rated each of the 33 statements with the highest score (essential) to determine the relative importance assigned to the competency by the subgroups, 2) rank order correlations among the three groups, and 3) analysis of variance among the three groups for each of the 33 competency statements to determine if any of the three groups differed significantly in their ratings of the statements.

RESULTS

Table 2 through Table 7 contain the basic descriptive statistics for the competency statements. The statements are organized by functions (planning instruction, evaluating learners, managing instruction, instructing, providing the learning environment, and being a professional) with the competency statements down the left margin and each of the three sample groups across the top margin. Under each of the sample groups are the ranks for the mean scores (calculated on 52 statements), the mean, the standard deviation, and the percent of each group which rated the competency as essential for the professional certification of beginning teachers.

Table 8 through Table 13 contain the data from the analysis of variance procedure which was used to determine if significant differences existed among

Table 2

Mean Scores for the Planning Instruction Competencies for the Professional Certification of Beginning Teachers

Competency	Principals				Supervisors				Beginning Teachers			
	Rank	Mean	S.D.	%	Rank	Mean	S.D.	%	Rank	Mean	S.D.	%
1. Specifies the learning objectives for the activities which he/she plans to teach.	20.5	2.45	.77	60.0	18.5	2.32	.85	52.7	35.0	2.04	.97	41.3
2. Specifies the teaching procedures for the learning activities such that they are likely to accomplish the learning objectives.	17.5	2.47	.70	57.6	20.5	2.30	.86	51.4	32.5	2.06	.92	39.1
3. Includes in his/her teaching plans instructional content which is directly related to the objectives to be acquired by the learner.	13.0	2.54	.75	65.9	9.0	2.47	.78	63.5	28.0	2.10	.93	41.9
4. Plans instruction to be compatible with the learners' personal capabilities and needs.	3.0	2.70	.54	71.8	6.0	2.51	.65	59.5	7.0	2.39	.79	54.7
5. When planning for instruction he/she makes provision for the appropriate use of a variety of teaching techniques, methods, and materials.	17.5	2.47	.73	60.0	14.0	2.37	.73	51.4	18.0	2.19	.83	42.4
6. Individualizes instruction through the appropriate use of recommended approaches to organization for learning (e.g., grouping).	24.0	2.43	.69	50.6	33.0	2.13	.91	43.2	28.0	2.10	.91	40.2

Table 3

Mean Scores for the Evaluating Learners Competencies for the Professional Certification of Beginning Teachers

Competency	Principals				Supervisors				Beginning Teachers			
	Rank	Mean	S.D.	%	Rank	Mean	S.D.	%	Rank	Mean	S.D.	%
1. Uses a variety of sources from which to get information about the needs and/or progress of individual learners (records, observation, conferences, etc.).	11.0	2.58	.64	60.0	12.0	2.38	.76	51.4	16.0	2.26	.86	46.3
2. Refers learners to specialists within the school system or, if appropriate, to outside agencies.	22.5	2.44	.69	52.9	25.5	2.21	.86	44.6	12.0	2.32	.90	55.2
3. Uses information about the effectiveness of his/her instructional program to revise it when and where necessary.	7.5	2.62	.65	70.6	13.0	2.37	.80	55.4	13.5	2.31	.81	49.3

Table 4

Mean Scores for the Managing Instruction Competencies for the Professional Certification of Beginning Teachers

Competency	Principals				Supervisors				Beginning Teachers			
	Rank	Mean	S.D.	%	Rank	Mean	S.D.	%	Rank	Mean	S.D.	%
1. Organizes time, space, materials and equipment for instruction.	5.0	2.65	.62	68.2	14.0	2.37	.84	56.8	7.0	2.39	.81	55.7
2. Adjusts teaching plans to changes in conditions as they normally arise (interruptions, proposed lesson doesn't take, resources didn't arrive, etc.).	14.0	2.53	.78	50.6	8.0	2.48	.76	50.0	4.5	2.45	.85	45.9
3. Provides a learning environment which is attractive, interesting, and orderly.	22.5	2.44	.80	60.0	38.0	2.05	.91	40.5	34.0	2.05	.91	37.8

Table 5

Mean Scores for the Instructing Competencies for the Professional Certification of Beginning Teachers

Competency	Principals Rank	Mean	S.D.	%	Supervisors Rank	Mean	S.D.	%	Beginning Teachers Rank	Mean	S.D.	%
1. Explains to learners the purpose of the learning activities they are to engage in and gives them a general overview of what is to happen and/or what has happened.	35.0	2.24	.90	47.1	42.5	2.43	.78	54.1	19.0	2.15	.89	40.9
2. Conveys to his/her students (during instruction) the impression that he/she knows what is to be done, has a means of doing it, and will probably be successful.	39.0	2.13	.91	42.4	35.0	2.11	.85	36.5	36.0	2.03	.98	37.8
3. Demonstrates skill and in-depth understanding of the subjects common to his/her teaching specialty.	4.0	2.68	.59	68.2	4.0	2.54	.73	64.9	4.5	2.45	.79	59.2
4. During teaching he/she gives directions clearly and explains content so that learners understand.	1.0	2.80	.46	77.6	1.0	2.68	.66	77.9	1.0	2.70	.65	71.7
5. Reinforces the efforts of the learners during instruction.	10.0	2.59	.66	61.2	3.0	2.55	.66	59.5	2.0	2.61	.68	62.7
6. During instruction he/she encourages learners to elaborate on their contributions and responses.	38.0	2.16	.80	34.1	36.5	2.06	.84	34.8	32.5	2.06	.88	29.5
7. Uses a variety of difficulty levels of questioning during instructions.	31.5	2.30	.87	49.4	41.0	1.99	.88	31.9	43.5	1.76	.96	24.6
8. Makes appropriate use of a variety of instructional techniques, methods, and materials during instruction.	20.5	2.45	.72	50.6	20.5	2.30	.82	44.6	13.5	2.31	.82	41.7
9. Seeks, accepts, and uses student's ideas as part of his/her teaching procedures.	44.0	2.07	.89	34.1	42.0	1.97	.91	29.7	40.0	1.90	.92	25.2
10. Generally communicates his/her ideas well both orally and in writing.	30.0	2.32	.81	49.4	31.5	2.15	.90	44.6	22.0	2.13	.86	39.6

Table 6

Mean Scores for the Providing the Learning Environment Competencies for the Professional Certification of Beginning Teachers

Competency	Principals				Supervisors				Beginning Teachers			
	Rank	Mean	S.D.	%	Rank	Mean	S.D.	%	Rank	Mean	S.D.	%
1. Demonstrates enthusiasm for teaching and learning and for the subject he/she is teaching at the time.	2.0	2.77	.53	77.6	2.0	2.59	.70	68.9	3.0	2.52	.79	63.2
2. Guides interaction among learners and between himself and learners so as to discourage the occurrence of disruptive behavior.	15.0	2.52	.74	57.6	37.5	2.20	.96	34.6	15.0	2.27	.86	43.1
3. Handles disruptive behavior and conflicts among learners objectively.	16.0	2.51	73	60.0	10.5	2.43	.85	58.1	10.5	2.36	.82	50.5
4. Uses communication techniques which foster comfortable interpersonal relationships beyond as well as within the learning environment.	26.0	2.37	.75	50.6	27.5	2.20	.81	44.6	24.5	2.12	.87	39.3
5. Helps learners develop positive concepts of themselves.	9.0	2.60	.66	67.1	16.0	2.35	.77	51.4	9.0	2.37	.82	54.8
6. Avoids communicating strong forms of criticism to learners about their undesirable behavior.	40.0	1.65	1.16	31.8	49.0	1.55	1.08	21.6	48.0	1.46	1.08	21.3

Table 7

Mean Scores for the Beh. a Professional Competencies for the Professional Certification of Beginning Teachers

Competency	Principals				Supervisors				Beginning Teachers			
	Rank	Mean	S.D.	%	Rank	Mean	S.D.	%	Rank	Mean	S.D.	
1. Works cooperatively with co-workers, subordinates, supervisory personnel and with members of the community.	19.0	2.46	.77	58.8	18.5	2.32	.78	50.0	17.0	2.21	.86	45.2
2. Carries out the recommended policies and procedures of the school district.	6.0	2.63	.68	70.6	24.0	2.23	.88	45.9	26.0	2.11	.95	44.3
3. Determines his/her professional needs through self-evaluation and engages in a self-improvement program.	29.0	2.33	.81	50.6	22.0	2.29	.80	48.6	24.5	2.12	.89	39.6
4. Exhibits professional traits of character (prompt, regular attendance, prepared for obligations, etc.).	7.5	2.62	.72	74.1	5.0	2.53	.73	64.9	7.0	2.39	.80	54.9
5. Expresses a positive personal attitude toward the teaching profession.	12.0	2.57	.72	68.2	7.0	2.49	.82	64.9	10.5	2.36	.84	54.2

Table 8

Analysis of Variance for Competencies in the Planning Instruction Function

Competency	Source	df	SS	MS	F
1. Specifies the learning objectives for the activities which he/she plans to teach.	Between Groups	2	15.78	7.89	8.73
	Within Groups	1073	969.30	.90	
	Total	1075	985.08		
2. Specifies the teaching procedures for the learning activities such that they are likely to accomplish the learning objectives.	Between Groups	2	15.57	7.79	9.66
	Within Groups	1074	865.93	.81	
	Total	1076	881.50		
3. Includes in his/her teaching plans instructional content which is directly related to the objectives to be acquired by the learner.	Between Groups	2	21.10	10.55	12.84***
	Within Groups	1077	884.87	.82	
	Total	1079	905.97		
4. Plans instruction to be compatible with the learner's personal capabilities and needs.	Between Groups	2	7.61	3.81	6.56
	Within Groups	1074	623.47	.58	
	Total	1076	631.08		
5. When planning for instruction he/she makes provision for the appropriate use of a variety of teaching techniques, methods, and materials.	Between Groups	2	6.82	3.41	5.11
	Within Groups	1077	719.15	.67	
	Total	1079	725.97		
6. Individualizes instruction through the appropriate use of recommended approaches to organization for learning (e.g., grouping).	Between Groups	2	8.31	4.15	5.20
	Within Groups	1054	842.71	.80	
	Total	1056	851.02		

** $p < .01$
*** $p < .001$

Table 9

Analysis of Variance for Competencies in the Evaluating Learners Function

Competency	Source	df	SS	MS	F
1. Uses a variety of sources from which to get information about the needs and/or progress of individual learners (records, observation, conferences, etc.).	Between Groups	2	7.87	3.94	5.56
	Within Groups	1011	715.73	.71	
	Total	1013	723.60		
2. Uses information about the effectiveness of his/her instructional program to revise it when and where necessary.	Between Groups	2	7.20	3.60	5.64
	Within Groups	1069	681.53	.64	
	Total	1071	688.73		

** $p < .01$

Table 10

Analysis of Variance for Competencies in the Managing Instruction Function

Competency	Source	df	SS	MS	F
1. Organizes time, space, materials and equipment for instruction.	Between Groups	2	5.33	2.66	4.16
	Within Groups	1060	679.66	.64	
	Total	1062	684.99		
2. Provides a learning environment which is attractive, interesting, and orderly.	Between Groups	2	11.75	5.88	7.26
	Within Groups	1077	871.58	.81	
	Total	1079	883.33		

* $p < .05$
*** $p < .001$

Table 11

Analysis of Variance for Competencies in the Instructing Function

Competency	Source	df	SS	MS	F
1. Demonstrates skill and in-depth understanding of the subjects common to his/her teaching specialty.	Between Groups	2	3.63	1.81	3.01
	Within Groups	1049	632.73	.60	
	Total	1051	636.36		
2. Uses a variety of difficulty levels of questions during instruction.	Between Groups	2	23.20	11.60	12.83
	Within Groups'	1026	927.72	.90	
	Total	1028	950.92		

* $p < .05$
*** $p < .001$

Table 12

Analysis of Variance for Competencies in the Providing the Learning Environment Function

	Competency	Source	df	SS	MS	F
1.	Demonstrates enthusiasm for teaching and learning and for the subject he/she is teaching at the time.	Between Groups	2	4.05	2.02	3.77
		Within Groups	1047	561.68	.54	
		Total	1049	565.73		
2.	Guides interaction among learners and between himself and learners so as to discourage the occurrence of disruptive behavior.	Between Groups	2	4.50	2.50	3.41
		Within Groups	952	697 97	.73	
		Total	954	702.47		
3.	Uses communication techniques which foster comfortable interpersonal relationships beyond, as well as within the learning environment.	Between Groups	2	4.71	2.36	3.23
		Within Groups	1071	781.56	.73	
		Total	1073	786.27		

* $p < .05$

Table 13

Analysis of Variance for Competencies in the Being a Professional Function

	Competency	Source	df	SS	MS	F
1.	Works cooperatively with co-workers subordinates, supervisory personnel, and with members of the community.	Between Groups	2	4.73	2.37	3.31
		Within Groups	1080	773.37	.72	
		Total	1082	778.10		
2.	Carries out the recommended policies and procedures of the school district.	Between Groups	2	19.42	9.71	11.33
		Within Groups	1066	913.59	.86	
		Total	1068	933.01		
3.	Determines his/her profesional needs through self-evaluation and engages in a self-improvement program.	Between Groups	2	5.01	2.50	3.26
		Within Groups	1060	813.51	.77	
		Total	1062	818.52		
4.	Exhibits professional traits of character (prompt, regular attendance, prepared for obligations, etc.).	Between Groups	2	5.48	2.74	4.44
		Within Groups	1066	657.41	.62	
		Total	1068	662.89		

* $p < .05$
*** $p < .001$

the mean scores of the three groups for each statement. As in Tables 2 through 7, the Tables are grouped by functions. The left margin has the actual competency statement. At the bottom of each form are codes to be used in obtaining the probability of the F ratio. Probabilities of .05 or lower are reported in these Tables.

Each of the following subtitles contain information resulting from the statistical analyses for the competency statements within each function.

Planning Instruction

Table 2 and Table 8 contain the results of the analysis of the data for the planning instruction competencies. As one reviews Table 2, one will notice that the mean scores of the principals' responses were higher than the mean scores for the other two groups. The essential percentages of the principals' responses for each of the six competency statements are greater than the essential percentages for the supervisors or the beginning teachers. As one reviews Table 8, one will notice that there are significant differences ($p<.01$) for all six competency statements. A review of Tables 2 and 8 tends to indicate that the differences existed between principals' and beginning teachers' mean scores.

Evaluating Learners

Table 3 and Table 9 contain the data from the analysis of the competencies in the evaluating learners function. There are three competency statements within this function, and as one reviews the three competency statements, one will notice that the principals' mean scores are higher than the mean scores for the supervisors and beginning teachers. The percentage of the principals regarding those competencies as essential is also greater than the other groups. Table 9 identifies significant differences ($p<.01$) that existed on two of the competency statements. Those statements are:

"Uses a variety of sources from which to get information about the needs and/or progress of individual learners."

"Uses information about the effectiveness of his/her instructional program to revise it when and where necessary."

The analysis of these differences reveals that the differences are between the principals' and beginning teachers' mean scores.

Managing Instruction

Table 4 and Table 10 contain the data from the analysis of competencies in the managing instruction function. There are three competency statements in this particular function, and the principals' mean scores are greater than the mean scores for the supervisors and beginning teachers on all three statements. Two of the statements have mean scores that are significantly different ($p<.05$). In both of those statements the principals' mean scores appear to differ significantly from the supervisors' and beginning teachers' mean scores. The statements that contain the significant differences are:

"Organizes time, space, materials, and equipment for instruction."

"Provides a learning environment which is attractive, interesting, and orderly."

Instructing

Table 5 and Table 11 contain the competency statements within the instructing function. There are ten competency statements included in this function. As one reviews the descriptive data in Table 5, one can see that the principals' mean scores on eight of the ten statements are greater than the other two groups; however, on two of the statements the principals' mean scores are not higher than the other two groups. Statement #1 on Table 5 identifies the supervisors' mean score as the larger mean. That statement is:

"Explains to learners the purpose of the learning activities they are to engage in and gives them a general overview of what is to happen and/or what has happened."

Statement #5 on Table 5 has the beginning teachers' mean score as higher than the principals'; however, the differences across all three groups are so small as to not be significant. An inference could be made that the mean scores are essentially the same on statement #5. Table 11 contains two mean scores where significant differences were found ($p<.05$):

> "Demonstrates skill and in-depth understanding of the subjects common to his/her teaching specialty."
>
> "Uses a variety of difficulty levels of questions during instruction."

In each of these two statements the principals' mean score was significantly different from the mean scores for the beginning teachers.

Providing the Learning Environment

Table 6 and Table 12 contain the data from the analysis of the competencies within this particular function. Table 6 contains the descriptive data for the six competency statements within the providing the learning environment function. As one reviews this Table, one will see that the principals' mean scores are greater than the mean scores for the other two groups. The percentage of the principals regarding the competencies as essential is also greater than the percentages of the other groups. Table 12 contains three of the six statements that had significant differences ($p<.05$). One of the three statements where a significant difference was found is:

> "Guides interaction among learners and between himself and learners so as to discourage the occurrence of disruptive behavior."

As one reviews the data in Table 6, one can see that the difference is between the principals' mean score and the mean scores for the supervisors and beginning teachers. However, the supervisors' and beginning teachers' mean scores seem to be very similar. The essential percentage for the principals on the above statement is 58% which compares with 35% and 43% for the supervisors and beginning teachers, respectively.

Being a Professional

Table 7 and Table 13 contain five competency statements for the being a professional function. The principals' mean scores and the essential percentages for the principals are greater than those for the supervisors and beginning teachers. Table 13 reveals that significant differences ($p<.05$) exist on all of the competency statements except:

> "Expresses a positive personal attitude toward the teaching profession."

The following statement had a significant difference ($p<.001$) among the principals' mean scores for the supervisors and beginning teachers:

> "Carries out the recommended policies and procedures of the school district."

Seventy-one percent of the principals regarded this statement as essential for certification as compared with 46% of the supervisors and 44% of the beginning teachers.

The second form of analysis which was undertaken was to rank order the mean scores for each of the 33 selected competencies within each of the three sample groups; the largest mean score receiving a rank of one and the lowest mean score receiving a rank of 52. Comparing the principals' and supervisors' rank orders yielded a Spearman Rank Order correlation of .68; the principals' rank orders compared to the beginning teachers' rank order yielded a coefficient of .63; and the supervisors' rank order correlation with the beginning teachers' yielded a .74. A review of the correlations reveals a positive relationship in the rank ordering of the statements across all three groups, which indicates that even though the groups differ in their degree of support, the statements were ranked in similar fashion by each group.

An analysis of variance procedure was utilized to determine if any of the mean scores for the three groups differed significantly on any of the 33 competency statements. A post hoc analysis was conducted to test the variances

among the groups on each statement to determine if significant ($p<.05$) differences existed. The Bartlett-Box F test was selected for this procedure (Nie, 1975). The second step was to review the F-ratios and probability levels on each competency statement. Probability levels of .05 or less were used to infer that significant differences existed in the mean scores. The final step in the process following the analysis of variance procedure was to determine which groups differed significantly from one another in their scores. The LSDMOD test (Nie, 1975) was selected for this post hoc analysis because of its exactness when the sample groups have unequal group sizes.

Nineteen of the 33 competency statements were determined to have mean scores that differed significantly ($p<.05$). The Bartlett-Box F test indicated that 11 of the significantly different statements had variances that were not homogeneous ($p<.05$) and 8 had variances that were homogeneous.

The statements that differed significantly with homogeneous variances are:

1. When planning for instruction he/she makes provision for the appropriate use of a variety of teaching techniques, methods, and materials.
2. Uses a variety of difficulty levels of questions during instruction.
3. Guides interaction among learners and between him/herself and learners so as to discourage the occurrence of disruptive behavior.
4. Provides a learning environment which is attractive, interesting, and orderly.
5. Uses communication techniques which foster comfortable interpersonal relationships beyond as well as within the learning environment.

6. Works cooperatively with co-workers, subordinates, supervisory personnel, and with members of the community.
7. Determines his/her professional needs through self-evaluation and engages in a self-improvement program.
8. Exhibits professional traits of character (prompt, regular attendance, prepared for obligations, etc.).

Statement numbers 1, 3, 5, 6, 7, and 8 did not have any one group identified as accounting for the significance by the LSDMOD procedure; however, the mean scores of the principals on each statement were higher than the other groups.

Statement numbers 2 and 4 had significant differences ($p<.001$) between the mean scores of the principals and beginning teachers. The principals' mean score on #2 was 2.29 and the beginning teachers' mean score was 1.76. The supervisors' mean score did not differ significantly from either group. The principals' score on #4 was 2.45 and the beginning teachers' was 2.05. Again, the supervisors' mean score did not differ from either group.

Tables 8-13 contain the ANOVA tables for each of the nineteen statements where $p<.05$; however, since the variances were not homogeneous on eleven of the statements and did not meet the basic assumption of the analysis of variance test, further discussion of them has been deleted.

The eight statements that were analyzed were in the planning instruction, managing instruction, instructing, providing the learning environment, and being a professional functions. In all cases the principals' mean scores were higher than the other two groups.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Analysis of the mean scores for each of the three groups on the 33 competency statements indicated that the principals considered 32 of the statements to be highly desirable or essential for certification. Supervisors and

beginning teachers considered 31 of the 33 statements to be highly desirable or essential for certification. A review of the mean scores revealed that only 32% of the principals, 22% of the supervisors, and 21% of the beginning teachers considered the statement: "avoids communicating strong forms of criticism to learners about their undesirable behivor" as essential to certification. Thirty percent of the supervisors and 25% of the beginning teachers rated the statement "seeks, accepts, and uses students' ideas as part of his/her teaching procedures" as essential to certification. However, 34% of the principals rated that statement as essential. Thirty-two percent of the supervisors and 25% of the beginning teachers rated the statement "uses a variety of difficulty levels of questions during instruction" as essential for certification. A conclusion could be reached from a review of the data in this paper that the principals hold many more of the 33 statements to be essential for certification than do supervisors or beginning teachers. However, the greatest differences in competencies considered essential for certification was between the principals' ratings and the ratings given by the beginning teachers. An inference could be made that the leadership personnel in the school are holding different competencies to be essential for the certification of the beginning teachers than the recent graduates of the teacher education programs. If this is the case, in-service or staff development functions may have to be designed to help facilitate changes in the attitudes of the beginning teachers.

As one reviews the hypothesis which asked if principals tended to rate the 33 teaching competencies at a higher level for certification than supervisors or beginning teachers, the data tended to support this hypothesis since the principals were higher in their mean ratings and essential scores on the majority (94%) of the competency statements.

A second hypothesis asked the question "Do the principals, supervisors,

and beginning teachers regard the 33 competencies as highly desirable or essential for certification?" Considering the differences that existed in the degree of the groups' support, the data revealed that the three groups considered 94% of the statements as highly desirable and 6% as desirable for the professional certification of beginning teachers. This conclusion tends to support the second hypothesis.

Considering the fashion in which the data tended to support the hypotheses, and the degree of support across groups, one might speculate on potential problems that might arise in the field when the 33 competency statements are incorporated as part of the performance-based certification process. Problems may result from different perceptions of the competency statements by the administration, e.g., leadership personnel, than those to be assessed, e.g., beginning teachers. A potential solution to this problem could result in the adjustments to in-service programs or teacher training programs to help the three groups discuss and resolve any differences that they may have in their perceptions as to what is essential for certification. An additional concern could be that the supervisors and principals, personnel who have likely completed graduate programs, may be reflecting a bias which was picked up in their training. For instance, administrators may be trained to be planners and managers whereas supervisors are trained to supervise the basic instructing activities in their respective schools. It would seem only natural that these people would reflect their training in the ratings of competencies. For instance, principals would tend to rate planning and managing competencies higher than they would other competencies with which they may not be as actively involved. As a contrast, the supervisors tend to hold those competencies dealing with instruction in a higher light than those competencies dealing with management or administrative tasks. Their views may result from the fact that the majority of their time is spent

working with instructional personnel. An additional consideration would be one of a financial nature for the respective state departments and local school boards. As teachers are assessed and proven competent, based on performance data, will the state reward this demonstrated performance with higher rates of pay? For instance, would a beginning teacher with a professional certificate based on demonstrated performance be awarded a higher rate of pay than a teacher who has not demonstrated that performance? If a higher rate of pay is granted to those teachers, will teachers be allowed to earn as much money as their performance will justify or will all teachers have to be paid the same regardless of their performance; and the only consideration for pay being the length of service and certificate type?

A recommendation for further research would be to determine if teachers who demonstrate a high degree of performance of the competencies have pupils who attain greater levels of achievement as compared with teachers who do not achieve that high on the competencies.

A second recommendation would be to survey leadership personnel and state legislatures to see if they are willing to pay for the performance of competencies which the professional in Georgia have deemed to be highly desirable.

A third recommendation would be to investigate the eleven competency statements with heterogeneous variances to see if the mean scores are truly significant.

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Reference Note

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